

California Commission on Teacher Credentialing



Request for Applications Dyslexia Grants to Preparation Programs

Available Funding

Pursuant to Assembly Bill 128 (Ch. 21, Stats. 2021), Dyslexia Grants to Preparation Programs (Dyslexia Grants) are available on a one-time basis in order to provide competitive awards of up to a maximum of \$21,000 for Commission-approved institutions of higher education (IHEs) or local education agencies (LEAs) with Commission-approved preliminary teacher preparation programs to update program curriculum and course offerings to align with the common trunk (Universal) Teacher Performance Expectation (TPEs), new Education Specialist TPEs, and include pedagogy on dyslexia for both general and special education programs.

Each eligible institution may apply for \$7,000 per preliminary Education Specialist, Multiple Subject, and/or Single Subject teacher preparation program for a maximum grant award of \$21,000 per institution.

Applicants should note that this one-time funding is intended to supplement and not supplant any existing IHE or LEA preliminary teacher preparation program efforts to align with the program TPEs and to include new or updated curriculum and course offerings in pedagogy on dyslexia. A total of \$2 million is available on a one-time basis for the Dyslexia Grant.

Who Is Eligible to Apply?

Eligible applicants for the Dyslexia Grants to Preparation Programs are IHEs or LEAs offering one or more of the following Commission-approved preliminary teacher preparation programs: Education Specialist, Multiple Subject, and/or Single Subject credential programs.

Project Period

Up to one year, from July 1, 2022 through June 30, 2023.

Due Date for Receipt of Applications at the Commission Office

June 17, 2022, by 5:00 p.m. PDT

All emailed applications must be received at the Commission by this date and time. Paper copies must be received or postmarked by this same date and time. Applications not received as noted will

not be accepted, reviewed, or evaluated.

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Request for Applications Dyslexia Grants for Preparation Programs

Section I: Introduction

Introduction

Assembly Bill 128 (Chap. 21, Stats. 2021) of the Budget Act of 2021 provides the Commission a one-time General Fund budget appropriation of \$2 million for FY 2021-22 for competitive grants to teacher preparation programs to update program curriculum and course offerings to align with the common trunk (Universal) Teacher Performance Expectations and the updated Education Specialist Teacher Performance Expectations and to include pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and incorporate the [California Dyslexia Guidelines](#).

Grant program funding shall be used for the following:

- (1) For all preliminary teacher preparation programs to update program curriculum and course offerings to align with the Universal Teacher Performance Expectations (TPEs).
- (2) For all preliminary Education Specialist teacher preparation programs to update program curriculum and course offerings to align with the updated Education Specialist TPEs.
- (3) For all preliminary teacher preparation programs to update program curriculum and course offerings to include pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and incorporate the [California Dyslexia Guidelines](#).

This Request for Applications (RFA) is to provide grant awards of up to a maximum of \$21,000 to eligible IHEs or LEAs with Commission-approved teacher preparation programs to support an update of program curriculum and course offerings to align with the [Universal Teaching Performance Expectations](#) and the [Preliminary Education Specialist Teaching Performance Expectations](#), and to include pedagogy on dyslexia in each applicable general education and special education program for which a response to the RFA is filed. A total of \$2 million dollars shall be available on a one-time basis for these competitive grants, and each eligible institution may apply for \$7,000 per Education Specialist, Multiple Subject, and/or Single Subject teacher preparation program for a maximum grant award of \$21,000 per institution.

Eligible IHEs and LEAs must offer one or more of the following preliminary or intern teacher preparation program:

- (a) Dual general education and special education program (Note: each credential program within the dual program will be funded separately),
- (b) Education Specialist credential,
- (c) Multiple Subject credential, and/or
- (d) Single Subject credential.

Allowable Activities and Use of Funds

Assembly Bill 128 (Appendix A) authorizes the Commission to allocate up to \$2 million for the Dyslexia Grants that shall not exceed \$7,000 per eligible program for each eligible grant recipient up

to a total of \$21,000. Funding is available for use through June 30, 2023.

Sample activities that can be funded through the Dyslexia Grant include:

- (a) planning and development of new course curriculum and course offerings to align with the common trunk (Universal) Teaching Performance Expectations.
- (b) planning and development of new course curriculum and course offerings to align with the new Education Specialist Teaching Performance Expectations.
- (c) to develop or expand curriculum and course offerings for both general and special education programs to include pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and incorporate the [California Dyslexia Guidelines](#).

Additional Information for Applicants

In making these grants available, it is the Commission's intent that the grantees use these funds efficiently and effectively so that they will be prepared to implement the updated curriculum and course offerings no later than the 2023-2024 academic year. In addition, the IHE or LEA should be prepared at the end of the revision process to submit course matrices for the three areas (a-c) noted above that will address and include the key characteristics and components of the TPEs, pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and incorporate the [California Dyslexia Guidelines](#). If grant funds remain after the 2022-23 fiscal year RFA process, there will be additional opportunities provided to submit applications for as long as funds remain unallocated.

In addition to being prepared to address their readiness to implement revised and/or newly developed course curriculum and course offerings that exhibits the key characteristics, LEAs or IHEs interested in responding to the Dyslexia Grant RFA should be prepared to provide:

- a. A plan to provide revised curriculum and new course offerings for the TPEs and dyslexia pedagogy noted above. (Per authorizing legislation, see Appendix A.)
- b. A summary of the development of the revised and/or new curriculum and course offerings as well as the guiding philosophy and research underlying these offerings for including pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and that incorporate the [California Dyslexia Guidelines](#).
- c. Upon completion of the revisions, IHEs/LEAs will submit the proposed course matrix and sample course syllabi for each credential area identifying where each of the new TPEs and dyslexia pedagogy are introduced, practiced, and assessed.

Key Dates in the Application Process

Date	Activity
April 29, 2022	RFA issued
May 13, 2022	Written questions about the RFA due to the Commission
May 20, 2022	Intent to apply due
May 27, 2022	Responses to written questions posted and distributed
June 17, 2022	RFA must be received by the Commission
June 20 through 28, 2022	Review of applications
June 29, 2022	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit an Intent to Apply (Appendix B) via email to DyslexiaGrant@ctc.ca.gov by **May 20, 2022**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with “Dyslexia Grant Question” in the subject line by **May 13, 2022** to: DyslexiaGrants@ctc.ca.gov. Questions submitted after **May 13, 2022** may not be answered.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form.

Section II: How to Respond to this RFA

Components to be Addressed in the Applicant’s Response

IHEs and LEAs interested in applying for a Dyslexia Grant for Preparation Programs must provide a narrative response to this Request for Applications (RFA) as described in the selection criteria below. In order to be considered, responses must include all of the components indicated. The response by each applicant will be evaluated based on the selection criteria detailed below. Responses to this RFA must reach the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **June 17, 2022**.

The following information provides guidance to applicants for organizing a complete response to the Selection Criteria of this RFA.

Responses must include an **Application Cover Page** (Appendix C) and **Program Summary (pages 1 and 2)** (Appendix D) that identifies two contact persons at the applicant entity, along with contact information by telephone and email, and the signature of the dean/superintendent/chief executive officer of the applicant entity.

Important note: The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.

Selection Criteria for Applicant Responses

Directions: Provide a narrative response to each of the following selection criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant’s Dyslexia Grants to Preparation Programs proposal addresses the specified criteria.

The Dyslexia Grant is a competitive grant of up to \$7,000 per teacher preparation program with up to a total of up to 100 points awarded based on the criteria and point values that follow.

1. Provide an Overview of the Dyslexia Grant General Education and/or Special Education Programs of the Applicant IHE(s)/LEA(s) (20 points)

Provide an overview of the types of programs and pathways offered by the IHE or LEA to be updated under the Dyslexia Grants to Preparation Programs (Dyslexia Grant).

Type of Program (5-20 points) -

- a) Dual General Education and Special Education preliminary teacher preparation programs. (20 points)
- b) Education Specialist preliminary teacher preparation program. (15 points)
- c) Multiple Subject preliminary teacher preparation program. (10 points)
- d) Single Subject preliminary teacher preparation program. (5 points)

A complete response will address all of the following for determination of points distribution per program for an IHE or LEA:

- rationale for applying for a Dyslexia Grant for each applicable teacher preparation program, and
- description of the IHE's or LEA's Commission-approved preliminary educator preparation program(s).

2. Describe the IHE/LEA Need for Revisions to Multiple/Single Subject and/or Education Specialist Credential Coursework (20 points)

Explain the IHE/LEA need to update/revise current coursework for multiple/single subject and or education specialist credential to add pedagogy related to dyslexia. In the explanation, include each of the following:

Specific needs to be addressed in the proposed program identified in the application that incorporate the California Dyslexia Guidelines or other research-based practices that support the teaching of students with dyslexia including opportunities to strengthen current curriculum and coursework and those still to be developed for each teacher preparation program within the IHE/LEA for which the RFA is submitted, and
Prior efforts to address these needs.

3. Plan for Designing the New Curriculum and Course Content Based on the Components of the Dyslexia Grant (20 points)

Submit a plan for designing the new curriculum and course content based on the components for each Commission-approved preliminary teacher preparation program to determine how the existing Commission-approved teacher preparation programs offered by a regionally accredited

institution of higher education will be updated, modified, or developed to address the components and competencies of the Dyslexia Grant, as applicable. Plans may also include, but are not required to incorporate, strategies to eliminate duplicative coursework and competencies that are already met within current coursework for each program.

4. Timeline and Assurances (20 points)

Applicants should keep in mind the intent of the authorizing legislation to provide support for modifying, updating, and developing of curriculum and coursework to meet the Dyslexia Grant components and competencies to be implemented no later than the 2023- 2024 academic year.

Create one or more timeline(s) for implementing and augmenting the multiple/single subject and/or education specialist credential programs to include the California Dyslexia Guidelines and/or other research-based practices that support teaching students with dyslexia. Timelines should include as the culminating activity to submit to the Commission a course matrix that includes course descriptions and draft syllabi for all programs submitted for this grant funding.

Additionally, applicants must provide assurance that, if funded, they will respond to the Commission's requirements to collect and submit data and expenditure reports as required.

Note: Applicants may submit a table of expected timeline per program in response.

5. Budgets and Budget Narratives for the Grant (20 points)

Provide a Budget Summary (Appendix E) for each preliminary teacher preparation program for the proposed Dyslexia Grants. In addition, applicants must also provide a budget narrative explaining how each of these costs were determined/calculated for the Dyslexia Grant funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Dyslexia Grant when determining costs to be funded by the grant funds.

Summary Review of the Selection Criteria

Application Component	Maximum Points
1. Overview of the Dyslexia Grant General Education and/or Special Education Programs of the Applicant IHE(s) or LEA(s)	20
2. Describe the IHE/LEA Need for Revisions to Multiple/Single Subject and/or Education Specialist Credential Coursework	20
3. Plan for Designing the New Curriculum and Course Content Based on the Components of the Dyslexia Grant	20
4. Timeline and Assurances	20
5. Budgets and Budget Narratives for the Grant	20
Total Maximum Points Possible Per Application	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Dyslexia Grant must submit **ALL** of the following:

1. An electronic copy of the entire grant application
2. Two paper copies of the entire grant application

All emailed applications must be received at the Commission by **5:00 p.m. PDT on Friday, June 17, 2022**. Paper copies must be received or postmarked by this same date and time. Applications not received as noted will not be accepted, reviewed, or evaluated.

Email an electronic copy to: DyslexiaGrants@ctc.ca.gov

Mail or deliver two paper copies to:

Cara Mendoza
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Application

Applications must be submitted via email and in paper copy form and must be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double- or single-spaced. The suggested maximum length of an application narrative is not more than 30 double-spaced or 15 single-spaced pages, not including required appendices, forms, and budget information. Conciseness and brevity are appreciated to the extent possible.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members and rated according to the scoring criteria provided in this RFA.

A recommendation for awarding the grants will be made to the Commission's Executive Director. Selected grantees will receive a grant award letter from the Commission and grant acceptance conditions to be signed and returned to the Commission. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

Grantees will be expected to make appropriate progress in implementing the updates and revisions to multiple subject, single subject, and education specialist credential coursework to add pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and incorporate the California Dyslexia Guidelines according to the operational plan provided in the funded application. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.

Funds to grantees will be distributed in two payments. Upon approval of the application, the first payment will be 90 percent (90%) of the total budget amount, and the second payment will be 10 percent (10%) of the total budget amount. The second payment will be provided to grantees after the program has completed its activities and submitted a report that includes a completed program matrix with updated course syllabi.

[Fillable RFA Appendices](#)

Appendix A Authorizing Legislation

Assembly Bill 128 (Chap. 21, Stats. 2021)

Of the funds appropriated in this item, \$2,000,000 shall be available on a one-time basis for grants to teacher preparation programs to update program curriculum and course offerings to align with the common trunk Teacher Performance Expectations and the updated Education Specialist Teacher Performance Expectations and include pedagogy on dyslexia.

Appendix B
Intent to Apply for a
Dyslexia Grants to Preparation Programs
Per Program for Each IHE/LEA (Optional)

The form below is provided for reference. Please access the fillable electronic version of [Appendix B- Notice of Intent to Apply](#) available on the Commission's Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

As indicated by the signature of the Dean or authorized designee or Superintendent or authorized administrator, it is the intent of the preparation program sponsor identified below to apply for a Dyslexia Grant for each Preparation Program. The sponsor understands that this optional Intent to Apply must be received by the Commission **by May 20, 2022**, and that submission of this form does not require or otherwise obligate the sponsor to submit an application to the Commission. Applicants may submit proposals to the Commission without submitting an intent form; however, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to DyslexiaGrants@ctc.ca.gov or sent by postal mail to:

Cara Mendoza
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

IHE/LEA	
CD/CDS Code for LEA	
Credential Area(s) (MS/SS/Ed Specialist)	
Printed Name of Signatory	
Title of Signatory	
Signature*	
Date	

*Electronic signatures are acceptable and encouraged.

Appendix C

Application Cover Page

Dyslexia Grants for Preparation Programs

The form below is provided for reference. Please access the fillable electronic version of [Appendix C - Cover Page](#) available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Applicant Information

Name of IHE/LEA Applicant: _____

Mailing Address: _____

City: _____

State: _____

Zip: _____

CD/CDS Code for LEA: _____

Contact Information

Name of IHE/LEA Contact Person: _____

Title: _____

Telephone: _____

Email: _____

Alternate Contact Information

Name of Alternate IHE/LEA Contact Person: _____

Title: _____

Telephone: _____

Email: _____

IHE/LEA Fiscal Agent Information

Name of Fiscal Agent: _____

Agency: _____

Mailing Address: _____

City: _____

State: _____

Zip: _____

Telephone: _____

Email: _____

Administrative Approval for the IHE/LEA

Name of Dean, Superintendent, or Authorized Administrator: _____

Title: _____

Signature: _____

Date: _____

Appendix D

Dyslexia Grant Program Summary

The form below is provided for reference. Please access the fillable electronic version of [Appendix D - Program Summary](#) available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Fill in this form as applicable to the Dyslexia Grant per Commission-approved preliminary teacher preparation program.

Note: You may select any number of the preparation programs listed below per IHE/LEA.

Estimate the Target Number of Candidates by Credential or Program Type for the Dyslexia Grant Program Based on Data from the 2019-2020 Academic Year:

Preliminary Teacher Preparation Area	Please Mark (X) if Grant Funds are being Requested for this Preparation Area	Target Number of Candidates Annually
Education Specialist		
Multiple Subject		
Single Subject		

Appendix E

Dyslexia Grants to Preparation Programs Budget Summary Form and Budget Narrative

The form below is provided for reference. Please access the fillable electronic version of [Appendix E - Budget Summary](#) available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: For each Dyslexia Grants to Preparation Programs grant component/activity listed in the narrative descriptions of this application, please indicate the amount needed to fund the component/activity. If additional categories are necessary, list these in spaces provided below. All planned expenditures must be detailed in the Budget Narrative.

Reminders and Definitions:

1. The budget submitted on this form is the budget for the life of the grant period up to \$7,000 per credential area for up to a total of **\$21,000 per institution**.
2. Once an application has been approved and a grant award has been disbursed, the grantee may not alter the list of approved grant funded categories.

Program Component	Credential Area: Education Specialist	Credential Area: Multiple Subject	Credential Area: Single Subject	Grant Funds Amount
Stipends				
Release Time				
Salaries				
Professional Learning				
Consultant (content, specialty, dyslexia, other)				
Program Administration (8% cap)				
Other:				
Other:				
Totals				

Appendix F

Budget Definitions

Directions: For each of the line-item budget categories on the Budget Form, provide a Budget Narrative that details how the total was calculated. Below are clarifications of what type of information should be included for each line item.

Stipends: Use this line item for any stipends paid to IHE or LEA personnel for their non-program administration work within the Dyslexia Grants program.

Release Time: Use this line item for the costs of providing release time to IHE or LEA personnel for their non-program administration work within the Dyslexia Grants program.

Salaries: Use this line item for any salary costs for IHE or LEA personnel for their non-program administration work within the Dyslexia Grants program.

Professional Learning: Use this line item for costs relating to training and/or providing professional development/learning to prepare IHE or LEA personnel for their non-program administration work within the Dyslexia Grants program.

Consultants/Technical Support Provider: Use this line item for the costs of working with expert consultants to help plan and design curriculum, assist with providing training or other professional development to staff.

Program Administration: Use this line item for costs relating to management and administration of the Dyslexia Grants. There is an 8% cap for use of grant funds for program administration.

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.